

# Work-Life Balance of Polytechnic Teachers in Mysore District

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**ABSTRACT:** A teacher, considered as an engineer of the human soul, plays an important role in society. Teachers are considered as pillars of society because they shoulder the responsibility of educating and training students upon whom our future relies. They (teachers) build the building-blocks (students) of any nation. The ultimate performance of any organization or education institution depends on the performance of its employees, which in turn depends on numerous factors. These factors can be related to work-life balance, job stress and job satisfaction.

**KEYWORDS:** Polytechnic, Teacher, Work Life Balance, Students' academic performance

## I. INTRODUCTION

A detailed literature survey was undertaken to explore the past and the present status of research works in the field of Work Life Balance, but it was found that less attention was given to the subject topics specifically with respect to polytechnic teachers in India. It is noteworthy that, this research work is first of its kind in India which deals specifically with Work Life Balance of Polytechnic Teachers and its impact on students' academic performance.

### Work-Life Balance

Work-life balance is a concept including proper prioritizing between "work" (career and ambition) and "lifestyle" (health, pleasure, leisure, family and spiritual development/meditation). This is related to the idea of lifestyle choice. Work and Family are two important aspects of an individual's life. Each role having different set of demands and when such role demands overlap, multiple problems are faced. In reality, Work and Life overlap and interact.

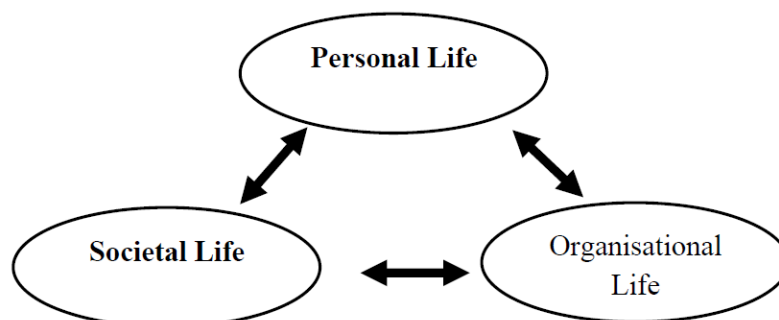


Fig. 1: Inter-relation of Work-Life Balance

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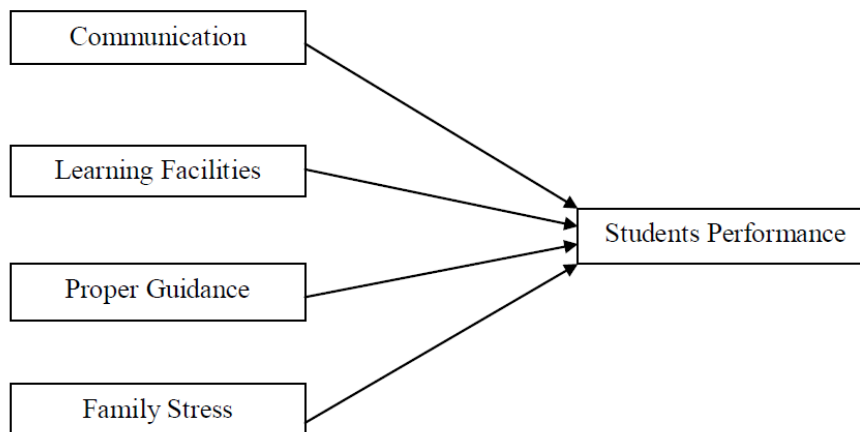
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"Work life balance is the phenomenon of striking an ideal balance between the professional life of an individual and their personal life with all of their respective associations." (Clark, 2000). Work life balance requires attaining equilibrium between professional work and personal work, so that it reduces friction between official and domestic life.

## Students' Academic Performance

According to Plowman (1971), "The main object of the educational process is the improvement of student performance". This is achieved through professional educators who have always been deeply concerned with student performance.

Kelly (1989), started his book 'The Curriculum' with these words: "The teacher, like the artist, the philosopher, and the man of letters, can only perform his work adequately if he feels himself to be an individual directed by an inner creative impulse, not dominated by and fettered by an outside authority. The teacher, as an individual, plays a crucial role in student academic performance."



**Fig. 2 :** Factors affecting students' academic performance

As shown in the above figure, Students' academic performance is dependent on many independent variables or factors like communication skills he/she has, learning facilities they have got, proper guidance from teachers, parents and elders. Family Stress too affect any student's performance.

Student performance is not one person's endeavour; it is a two-team effort. A formal team is composed of a student, a teacher, an administrator, and the parents, and an informal team is composed of the student's peers and the environment. However, it is the duty of the formal team to monitor the influence of the informal team and advise the student accordingly. Thus, each student who performs poorly should be considered as a failure of the formal team. That failure should also be investigated and the causes determined to avoid a repeat.

Teachers are responsible for the success or failure of any school; they are special people with special training. If their problems are not dealt with immediately and appropriately, sooner or later their problems may become students' problems.

## II. OBJECTIVES

The following are the specific objectives of this study:

1. To identify the influencing factors for work life balance.

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2. To analyse the level of work life balance of the teaching staff of Govt. Polytechnics and Govt. Aided Polytechnics in Mysore district, Karnataka State, India.
3. To analyse the impact of work life balance of the polytechnic teaching staff on students' academic performance.
4. To perform a comparative study between government polytechnics and government aided polytechnics in Mysore district, Karnataka State, India, with respect to the above-mentioned dimensions.

### III. METHODOLOGY

The first objective of identifying the influencing factors for work life balance was considered based on thorough **Literature Review**.

The second objective, i.e., analysing the level of work life balance was done using **Independent Sample T Tests** for the ratings given by polytechnic teachers as their responses to the statements in questionnaire. The total scores obtained for these factors were grouped into three levels: High, Medium and Low.

The third objective, i.e., the impact of the above factors on students' academic performance was done by using **Regression** tool by establishing relationship between dependent variable (students' academic performance) and independent variables (work life balance, job stress and job satisfaction).

The fourth objective, i.e., to conduct a comparative study between government polytechnics and government aided polytechnics in Mysore district, with respect to the above-mentioned dimensions, was done by using **One-way Anova, Independent Sample T Tests** and **Descriptive Frequency analysis**.

### IV. RESEARCH DESIGN

Teaching staff of Government Polytechnics and Teaching staff of Government aided Polytechnics was taken for comparison because of the match amongst them with regard to their salary, nature of work, education level, facilities provided to them and so on, which make them a good equivalent and comparable. There are Two Government Polytechnics and Three Government aided Polytechnics in Mysore District, under the Department of Technical Education (D.T.E.), Government of Karnataka, which were taken for this research.

| Type of Polytechnic | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Govt. Polytechnic   | 30        | 50.0    | 50.0          | 50.0               |
| Aided Polytechnic   | 30        | 50.0    | 50.0          | 100.0              |
| Total               | 60        | 100.0   | 100.0         |                    |

**Table 1:** Sample Size of Polytechnic Teachers considered for survey

The demographic data considered for this research are: type of polytechnic, departments, sex, age group, marital status, education, teaching experience, designation, travel time to work, gross salary, number of children, age of youngest child, weekly work hours, spouse employment.

To achieve the **first objective**, based on thorough literature review and expert opinion, three potential dimensions / influencing factors were identified for Work-Life balance. They are, Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW) and Satisfaction with Work Life Balance (SWLB).

To achieve the **second objective**, this research work studied the work-life balance of a sample size of 60 full-time polytechnic lecturers, (30 from Government Polytechnics and 30 from Government Aided Polytechnics) in Mysore

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district of Karnataka State in India. The study also analysed the impact of the above dimensions of lecturers on the academic performance of their respective polytechnic students.

To carry out this study, collection of data was done by designing a well thought out Questionnaire after going through exhaustive literature review, to gather practical data from polytechnic teachers on work-life balance (3 dimensions with 28 questions). Five-point Likert scale was used to measure polytechnic teachers' perceptions on these dimensions. Likert Scale captures the perception on 1 to 5 scales (Strongly Disagree to Strongly Agree). Cronbach's alpha test using SPSS statistical software on a pilot study of 20 samples was performed to establish validity and reliability of the questionnaire. Then, full blown study was taken for analysing the level of work life balance. The total scores obtained for these factors were grouped into three levels, namely: High, Medium and Low.

To achieve the **third objective**, Regression Technique was employed, which dealt to analyse the impact of work life balance of the polytechnic teachers on students' academic performance. This was done to establish a relationship or model, between dependent and independent variables using regression tool.

For this, the results of a complete set of one batch of students were taken into consideration for this analysis. The passing percentage of all the students who were admitted to 1st year in 2014-15 academic year and the same students who wrote the 2nd year exam in 2015-16 and the very same students who appeared in the 3rd year or final year exam in 2016-17 were considered for this study.

To achieve the **fourth objective**, a comparative study was done between government polytechnics and government aided polytechnics in Mysore district, with respect to the work-life balance and their respective students' academic performance. This was done based on the frequencies and Anova test.

## V. RESULTS

After the pilot study, with a sample of 20 respondents, the reliability of the influencing factors / dimensions of work life balance was assessed using Cronbach's alpha coefficient in SPSS software version 14.0 and it yielded the values of greater than 0.856 for work-life balance, surpassing the minimum recommended value of reliability 0.70 as suggested by Nunnally (1978). This is considered to be satisfactory for exploratory research studies of the current type. Hence, the full-blown study was launched.

Full-fledged study, with sample size, n=60 the Cronbach's alpha coefficient yielded the values of 0.753 for work-life balance as shown in the below given results.

### Cronbach's Alpha Test (Reliability and Validity Test) for Work-Life Balance

#### Case Processing Summary

|       |          | N  | %     |
|-------|----------|----|-------|
| Cases | Valid    | 60 | 100.0 |
|       | Excluded | 0  | 0.0   |
|       | Total    | 60 | 100.0 |

Table 2: Case processing summary of survey

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### Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| 0.753            | 0.745  | 28         |

**Table 3:** Cronbach's Alpha reliability statistics

### Scale Statistics

| Mean  | Variance | Std. Deviation | N of Items |
|-------|----------|----------------|------------|
| 77.15 | 103.587  | 10.178         | 28         |

**Table 4:** Cronbach's Alpha scale statistics

The total scores obtained for these factors was be grouped into three levels: High, Medium and Low. The total sum of all the responses given to a particular dimension, work-life balance or job stress or job satisfaction were added and arrived at a number. As the responses were of Likert scale type with lowest value of 1 for strongly disagree and 5 for strongly agree, the total of the scores would range from (28x1 = 28) to (28x5 = 140) for work life balance, as it consisted of 28 statements.

So, from experts' opinion, the following levels were made. Low level was from 1 up to 2.5 (i.e., total score from 28 to 70), Medium level was from 2.6 and up to 3.5 (i.e., total score from 71 to 98) and High level was from 3.6 up to 5 (i.e., total score from 99 to 140).

### Statistics of Work-Life Balance Levels among Polytechnic Teachers

#### Levels\_WLB

|      |         |      |
|------|---------|------|
| N    | Valid   | 60   |
|      | Missing | 0    |
| Mean |         | 2.28 |

**Table 5:** Mean Levels of Work-Life Balance

| Levels of Work-Life Balance | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------------|-----------|---------|---------------|--------------------|
| High Work-Life Balance      | 0         | 0.0     | 0.0           | 0.0                |
| Medium Work-Life Balance    | 43        | 71.7    | 71.7          | 71.7               |
| Low Work-Life Balance       | 17        | 28.3    | 28.3          | 100.0              |
| Total                       | 60        | 100.0   | 100.0         |                    |

**Table 6:** Levels of Work-Life Balance

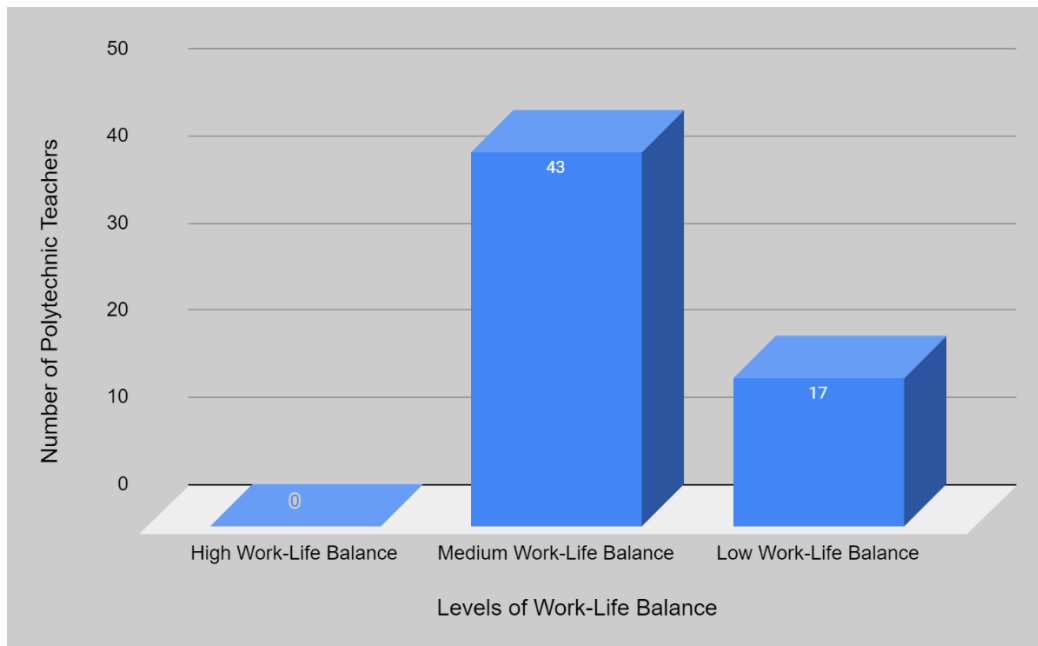
From the above table 6, it is observed that, 43 respondents (71.7%) were having medium work-life balance and only 17 respondents (28.3%) were having low work-life balance in their teaching profession and managing their personal and social life. However, it is surprising that, there is no one who has High work-life balance among the total 60 respondents, in balancing their work profession and personal life.

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**Fig.3:** Levels of Work-Life Balance of polytechnic teachers

### Work-Life Balance levels of government polytechnic teachersv/s government aided polytechnic teachers

#### Group Statistics

| Type of Polytechnic |                   | N  | Mean  | Std. Deviation | Std. Error Mean |
|---------------------|-------------------|----|-------|----------------|-----------------|
| Score_WLB           | Govt. Polytechnic | 30 | 75.73 | 10.728         | 1.959           |
|                     | Aided Polytechnic | 30 | 78.57 | 9.565          | 1.746           |

**Table 7:** Group Statistics of Polytechnic Teachers

#### Independent Samples Test

| Score_WLB                   | Levene's Test for Equality of Variances |       | t-test for Equality of Means |        |                 |                 |                       |   |       |
|-----------------------------|---|-------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
|                             | F                                       | Sig.  | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|                             |   |       |                              |        |                 |                 |                       | Lower                                     | Upper |
| Equal variances assumed     | 1.836                                   | 0.181 | -1.080                       | 58     | <b>0.285</b>    | -2.833          | 2.624                 | -8.086                                    | 2.420 |
| Equal variances not assumed |   |       | -1.080                       | 57.253 | <b>0.285</b>    | -2.833          | 2.624                 | -8.088                                    | 2.421 |

**Table 8:** Independent sample t-test for equality of means

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From the above table 8 it is observed that, there is no significant difference between the work-life balance levels among government polytechnic lecturers and aided polytechnic lecturers, as the significant value is 0.285 which is greater than 0.05 at 95% confidence levels.

So, this shows that there is no difference between work-life balance levels of government polytechnic teachers and government aided polytechnic teachers. Both type of polytechnics has teaching staff who have same levels of balancing their work and life spheres.

### Regression test for impact of work life balance of polytechnic teachers on their students' academic performance

| Model | R     | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------|----------|-------------------|----------------------------|
| 1     | 0.185 | 0.034    | -0.018            | 13.83705                   |

**Table 9:** Regression test

The regression model summary given in the above table 9 reports the relationship between the model and the dependent variable. R, the correlation coefficient, is the linear correlation between the observed and model-predicted values of the dependent variable. Its value close to unity indicates a strong agreement between the two values. But, as the R value is just 0.185 (of constant / dependent variable, i.e., Students' academic performance) it explains only 18.5% of the model. Also, R square, the coefficient of determination shows that only a miniscule of the variations is explained by the model.

Hence, the inference is that, no statistical model can be arrived at, i.e., there is no strong relation between the dependent variable (students' academic performance) and independent variable (work-life balance).

### Independent Sample T-test

The demographic data considered for this independent sample T-test are: type of polytechnic, departments, sex, age group, marital status, education, teaching experience, designation, travel time to work, gross salary, number of children, age of youngest child, weekly work hours, spouse employment. These are the results obtained after performing Independent Sample T-tests for the these considered factors.

As the significant values obtained from the tests were greater than 0.05 at 95% confidence levels, for each individual factor v/s work-life balance, it can be observed that, there is no significant difference between the work-life balance levels v/s each individual factors such as age, gender, marital status, education, teaching experience, designation and so on.

## VI. LIMITATIONS AND SCOPE FOR FUTURE WORK

This research work was carried out with the aim of comparing the work-life balance levels of two types of polytechnics, i.e., government polytechnics and aided polytechnics. Further researchers may go deeper and do intra-branch wise comparison and inter-branch wise comparison of the same work-life balance, job stress and job satisfaction levels of polytechnic teachers.

This research work was carried out on a limited geographical area of Mysore district only. Further researchers may expand the work in the same field in other larger geographical areas.

This research work was carried out on a limited sample size of 60 teachers. Further researchers may expand the work with a large sample size in future.

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## VII. CONCLUSION

It is humbly and truthfully believed that this research work will succeed in making the various stakeholders and Institutions engaged in polytechnic education, such as Directorate of Technical Education (D.T.E.), Karnataka, All India Council of Technical Education (AICTE), Ministry of Human Resource Development (MHRD), Government of different states and Government of India and all other interested parties to take note of the issues concerning polytechnic teachers regarding the work-life balance and its impact on students' academic performance, and give proper fillip in the betterment of technical education system for a better and brighter future prospect in India.

Further, it is also hoped that this study will provide a basic platform for conducting more focused research on factors impacting the students' academic performance and betterment of work life of polytechnic teachers.

Finally, it is sincerely believed that this empirical research conducted with specific and clear-cut objectives adopting scientific methodology and employing advanced statistical tools has resulted in useful outcomes. The outcomes will have useful implications in fine tuning the technical education policy in general, and in particular, polytechnic students' academic performance and polytechnic teachers working environment development.

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